



Christ Church, Church of England (VC) Primary School

Aspire, celebrate and learn in an inclusive community

NATIONAL CURRICULUM 2014

Y1

English

This document contains the Y1 writing composition, handwriting and transcription, Reading, Speaking and Listening.

Writing Objectives for the end of Year 1

Learning objectives	Success criteria
1. Y1 WRITING HANDWRITING PRESENTATION Sit correctly at a table, holding a pencil comfortably and correctly.	<i>When writing, I sit and hold a pencil correctly.</i>
2. Y1 WRITING HANDWRITING PRESENTATION Begin to form lower-case letters in the correct direction, starting and finishing in the right place.	<i>I can write some of my letters correctly, starting and finishing in the right place.</i>
3. Y1 WRITING HANDWRITING PRESENTATION Form capital letters.	<i>I can write some capital letters.</i>
4. Y1 WRITING HANDWRITING PRESENTATION Form digits 0-9.	<i>I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly.</i>
5. Y1 WRITING HANDWRITING PRESENTATION Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these..	<i>I can tell you how some letters are similar and can be put into groups.</i>
6. Y1 WRITING TRANSCRIPTION Spell words containing each of the 40+ phonemes already taught.	<i>I can spell my word list accurately.</i>
7. Y1 WRITING TRANSCRIPTION Spell common exception words.	<i>I can spell some unusual words correctly.</i>
8. Y1 WRITING TRANSCRIPTION Spell the days of the week.	<i>I can spell the days of the week.</i>
9. Y1 WRITING TRANSCRIPTION Naming the letters of the alphabet in order.	<i>I know the names of all the letters of the alphabet in order.</i>
10. Y1 WRITING TRANSCRIPTION Using letter names to distinguish between alternative spellings of the same sound.	<i>I know some sounds can be spelled in different ways using different letters.</i>
11. Y1 WRITING TRANSCRIPTION Add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.	<i>I use word endings such as -s and -es to change a word to mean more than one.</i>
12. Y1 WRITING TRANSCRIPTION Add prefixes using the prefix un-.	<i>I know how to add un- at the beginning of a word to create a new word.</i>
13. Y1 WRITING TRANSCRIPTION Add suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].	<i>I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper.</i>
14. Y1 WRITING TRANSCRIPTION Apply	<i>I can spell the words correctly in my Year 1</i>

simple year 1 spelling rules and guidance.	<i>spelling list.</i>
15. Y1 WRITING TRANSCRIPTION Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	<i>I can write out a sentence told to me by my teacher.</i>
16. Y1 WRITING COMPOSITION Saying out loud what they are going to write about.	<i>Before I write a sentence, I can say out loud what I am going to write.</i>
17. Y1 WRITING COMPOSITION Composing a sentence orally before writing it.	<i>I can think of and say a sentence before I write it.</i>
18. Y1 WRITING COMPOSITION Sequencing sentences to form short narratives.	<i>I can write a text by thinking of a list of sentences in the order I need.</i>
19. Y1 WRITING COMPOSITION Re-reading what they have written to check that it makes sense.	<i>I check my sentences make sense by re-reading them.</i>
20. Y1 WRITING COMPOSITION Discuss what they have written with the teacher or other pupils.	<i>I can discuss what I have written with the teacher or my friends.</i>
21. Y1 WRITING COMPOSITION Read aloud their writing clearly enough to be heard by their peers and the teacher.	<i>I can read aloud my own writing so my friends and the teacher can hear me.</i>

Strategies for supporting writing at home

<http://www.worksheetfun.com/category/spelling/days-of-the-week/>



Writing

→ Ensure they have:

- opportunities to write at home
- pencils, pens, crayons, but also card or folded paper to make booklets
- opportunities to see you as a writer, for example, writing emails or lists.

→ Read and talk about their writing:

- ask them to read their writing aloud to you
- respond to the writing and praise what you like
- ask them to explain why they wrote particular sections as they did.

→ Help them with planning their writing:

- ask them to talk through their ideas with you before they write
- prompt them to include more detail, sequence things more clearly, vary the pace.

→ Help them to think about the person who will read their writing:

- do they want the reader to like the main character?
- should they include some clues about the ending?
- does the writing build up to a climax?

Reading Objectives for the end of Year 1

Learning objectives	Success criteria
1. Y1 READING COMPREHENSION Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	<i>I listen and discuss what I have read, including poems, stories and non-fiction books.</i>
2. Y1 READING COMPREHENSION Being encouraged to link what they read or hear read to their own experiences.	<i>When I read, I can tell you of similar things that have happened to me.</i>
3. Y1 READING COMPREHENSION Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	<i>I can tell you about some special stories we have worked on in class and even re-tell them to my teacher.</i>
4. Y1 READING COMPREHENSION Recognising and joining in with predictable phrases.	<i>I like to join in with the class at special times of a story when the teacher is telling certain stories.</i>
5. Y1 READING COMPREHENSION Learning to appreciate rhymes and poems, and to recite some by heart.	<i>I have learned some rhymes or poems.</i>
6. Y1 READING COMPREHENSION Discussing word meanings, linking new meanings to those already known.	<i>I discuss what words mean.</i>
7. Y1 READING COMPREHENSION Drawing on what they already know or on background information and vocabulary provided by the teacher.	<i>I understand the books I can read.</i>
8. Y1 READING COMPREHENSION Checking that the text makes sense to them as they read and correcting inaccurate reading.	<i>I check what I am reading makes sense as I am reading through it.</i>
9. Y1 READING COMPREHENSION Discussing the significance of the title and events.	<i>I discuss the titles and events from the books I read.</i>
10. Y1 READING COMPREHENSION Making inferences on the basis of what is being said and done.	<i>I can tell you about why a character does or says some things.</i>
11. Y1 READING COMPREHENSION Predicting what might happen on the basis of what has been read so far.	<i>I like to predict what happens next based on what I have read so far.</i>
12. Y1 READING COMPREHENSION Participate in discussion about what is read to them, taking turns and listening to what others say.	<i>I take turns to listen and discuss when I am in a group.</i>
13. Y1 READING COMPREHENSION Explain clearly their understanding of what is read to them.	<i>I can explain what has happened in the story someone has just read to me.</i>
14. Y1 READING WORD READING Apply phonic knowledge and skills as the route to	<i>I can read words by breaking them down into sounds.</i>

decode words.	
15. Y1 READING WORD READING Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	<i>I quickly read my given letters or groups of letters.</i>
16. Y1 READING WORD READING Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	<i>I read new words by blending letter sounds together.</i>
17. Y1 READING WORD READING Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	<i>I can read some unusual words.</i>
18. Y1 READING WORD READING Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.	<i>I know how to read my word list words including words ending in -s, -es, -ing, -ed, -er and -est.</i>
19. Y1 READING WORD READING Read other words of more than one syllable that contain taught GPCs.	<i>I can correctly read the longer words in my word list.</i>
20. Y1 READING WORD READING Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).	<i>I can read words that contain missing letters such as I'm, I'll, and we'll.</i>
21. Y1 READING WORD READING Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	<i>I correctly read aloud the words from my book.</i>
22. Y1 READING WORD READING Re-read these books to build up their fluency and confidence in word reading.	<i>I re-read my books so that I become a better reader.</i>

Strategies for supporting reading at home

Reading

- **Ensure they have:**
 - access to books, magazines and newspapers from home, school and library
 - somewhere quiet to read
 - time to read regularly
 - opportunity to see you as a reader – reading, choosing books, going to the library, talking about what you read.
- **Read to them and take turns with them in reading a section each of the text, supporting and prompting their reading in positive ways.**
- **Talk with them about the books they read:**
 - their favourite part or character and your favourite part
 - how the illustrations support the story
 - their favourite author
 - what makes a book different from (or similar to) others they have read.
- **Talk about the meaning of what they have read. Ask them, for example, to explain:**
 - how they know that X is the villain or Y the heroine
 - why they like or dislike a particular character
 - what will happen next – and why they think so
 - a character's actions or motives.



Objectives for Speaking and Listening for the end of Year 1

Learning objectives	Success criteria
1. .Y1 SPEAKING SPOKEN LANGUAGE Listen and respond appropriately to adults and their peers.	<i>I listen and respond appropriately to adults and his peers up to the standard of spoken language expected by the end of Year 1.</i>
2. .Y1 SPEAKING SPOKEN LANGUAGE Ask relevant questions to extend their understanding and knowledge.	<i>I can ask relevant questions to extend my understanding and knowledge up to the standard of spoken language expected by the end of Year 1.</i>
3. .Y1 SPEAKING SPOKEN LANGUAGE Use relevant strategies to build their vocabulary .	<i>I use relevant strategies to build my vocabulary up to the standard of spoken language expected by the end of Year 1.</i>
4. .Y1 SPEAKING SPOKEN LANGUAGE Articulate and justify answers, arguments and opinions.	<i>I can articulate and justify answers, arguments and opinions up to the standard of spoken language expected by the end of Year 1.</i>
5. .Y1 SPEAKING SPOKEN LANGUAGE Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings .	<i>I give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings up to the standard of spoken language expected by the end of Year 1.</i>
6. .Y1 SPEAKING SPOKEN LANGUAGE Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments .	<i>I can keep my attention and join in actively in group conversations, staying on topic and initiating and responding to comments up to the standard of spoken language expected by the end of Year 1.</i>
7. .Y1 SPEAKING SPOKEN LANGUAGE Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	<i>I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas up to the standard of spoken language expected by the end of Year 1.</i>
8. .Y1 SPEAKING SPOKEN LANGUAGE Speak audibly and fluently with an increasing command of Standard English.	<i>I speak audibly and fluently with an increasing command of Standard English up to the standard of spoken language expected by the end of Year 1.</i>
9. .Y1 SPEAKING SPOKEN LANGUAGE Participate in discussions, presentations, performances, role play, improvisations and debates.	<i>I join in in discussions, presentations, performances, role play, improvisations and debates up to the standard of spoken language expected by the end of Year 1.</i>
10. .Y1 SPEAKING SPOKEN LANGUAGE Gain, maintain and monitor the interest of the listener(s).	<i>I can gain, maintain and monitor the interest of a listener up to the standard of spoken language expected by the end of</i>

	<i>Year 1.</i>
11. .Y1 SPEAKING SPOKEN LANGUAGE Consider and evaluate different viewpoints, attending to and building on the contributions of others.	<i>I consider and evaluate different viewpoints, attending to and building on the contributions of others up to the standard of spoken language expected by the end of Year 1.</i>
12. .Y1 SPEAKING SPOKEN LANGUAGE Select and use appropriate registers for effective communication.	<i>I can choose to talk in different manners depending on the person I am talking to or the situation I am in, up to the standard of spoken language expected by the end of Year 1.</i>

Strategies for supporting speaking and listening at home

Speaking and listening

- **Ensure that:**
 - they have plenty of opportunities for talk
 - you listen to them with attention, and respond
 - they hear and listen to sustained talk by others.
- **Encourage them to speak at length, by:**
 - helping them take a long turn in a conversation
 - prompting them to help them keep going
 - asking them to tell you about some event in detail or explain to you how something works.
- **Help them understand how speakers help listeners, by:**
 - using repetition and different voices for different characters when telling a story
 - encouraging them to think about how to organise what they want to say
 - changing their pace.
- **Encourage them to notice and talk about:**
 - interesting/unusual words
 - some of the different ways people speak.